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ABSTRACT

This report outlines the procedures used for experimentally testing the effectiveness of a sensitivity group model in reducing racial prejudice among both black and white college students. The proposal is designed to explore the assumption that increasingly effective racial relations follow from increased understanding, acceptance, and tolerance among all members of the university community. Subjects for the study were drawn from a volunteer sample of black and white students residing in a single dormitory complex. Procedures outlining the assignment of subjects to groups, composition of groups, nature of the experimental treatment, instrumentation, and data analysis are described. (Author/HS)

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The Effect of Sensitivity Group Participation Under Different Conditions on the Reduction of Racial Prejudice

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July 1971

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ABSTRACT

This report outlines the procedure for experimentally testing the effectiveness of a sensitivity group model in reducing racial prejudice among both black and white college students. The proposal is designed to explore the assumption that increasingly effective racial relations follow from increased understanding, acceptance and tolerance among all members of the university community.

Literature reviewed examines research on change in racial attitudes, the value of sensitivity groups in promoting change along several dimensions, and other variables related to racial attitude changes.

Subjects for the study were drawn from a volunteer sample of black and white college students residing in a single dormitory complex at the University of Massachusetts, Amherst. A 2 x 2 x 2 factorial design was used to analyze the data.

Procedures outlining the assignment of subjects to groups, composition of groups, nature of the experimental treatment, instrumentation, and data analysis have been described.

CHAPTER 1
INTRODUCTION

Increasingly the role of the educational institution in American society is being redefined and broadened. No longer can the educational institution conceive of its role as merely providing academic and intellectual expertise to its constituents. In recent years colleges and universities have become increasingly willing to assume an immense role in the emotional, social and physical (as well as the intellectual) development of their students.

In addition, the educational institution is realizing its clearly available potential to ameliorate many of the social, human and interpersonal problems which beset our society at this time. Current news events of the day continually underscore the social unrest, injustice, and inequality perceived by many subgroups of our societal fabric. Feelings of discouragement, disillusionment and alienation from American society seem to be increasingly the rule rather than the exception. While college and university involvement alone is not perceived as a panacea for all social ills, it is firmly believed and well documented that the talents and resources available on a university campus can be directed toward enhancing the human condition.

Among the most pressing of problems which face both society and the university community at the present time is that of racial and ethnic relations. More specifically, the issue of black-white relations and the role of the black American in society is of crucial proportions to all who are concerned with human relations. It would seem that any attempt to enhance interracial relations must, at least minimally, be based on increased understanding, greater acceptance, and the implementation of a continuing dialogue between ethnic groups. It is most appropriate that the university community bring to bear certain of its resources in an attempt to provide an atmosphere, and the vehicle, for promoting understanding, acceptance and dialogue among members of its community.

The central objective of this project is to test experimentally the notion that racial prejudice among members of both black and white student groups can be reduced by the vehicle of sensitivity or encounter group participation. This objective and a review of relevant past literature in the area of racial attitude change and group participation have provided the base for developing the specific hypotheses that are to be examined in this project.

Review of the Literature

Dreger and Miller (1968) have noted that since 1960 there has been a general shift in interest from merely measuring racial attitudes to attempts to define the variables and procedures that most effectively produce changes in these attitudes. This shift reflects the mood of the country - action as well as investigation.

The most intensive investigations have been in the area of defining the relationship between prejudice and value similarity. The results of these investigations have indicated that racial attitudes are modifiable if the interaction of people of different races is of an egalitarian nature (Byrne and Andres, 1964; Byrne and McGraw, 1964; Byrne and Wong, 1962; Rokeach and Mezel, 1966; Stein, Hardyck and Smith, 1965; Triandis, 1961; William, 1964).

Some evidence has accumulated concerning available interaction models that create an egalitarian atmosphere in which change can occur. Models that have been used to create changes in racial attitude include role playing (Webb and Church, 1965) and small group interaction (Burnstein and McRae, 1962; Katz and Cohen, 1962; Mauree, 1958).

The Sensitivity Model and Racial Attitude Change

A great deal of evidence has been accumulated attesting to the effectiveness of group experiences in creating changes in attitudes, personality and behavior in various settings with many different types of participants. One finds a variety of group experiences having positive effects on interpersonal functioning, what is affected (Semon and Goldstein, 1957), intrahospital behavior (Sacks and Berger, 1954), and discharge rate (Cadman, et al, 1954), of hospitalized patients.

Group experiences have also been shown to have positive effects on the behavior, attitudes and personality of prisoners (Taylor, 1961, 1963; delinquents (Everett, 1968; Gersten, 1952; Jones, 1952; Persons, 1966; Taylor, 1967), geriatric patients (Wolff, 1967) and mental defectives (Wilcox and Guthrie, 1957).

Group experiences seem to be used frequently to create changes in behavior, attitudes and personality of college students. Johnsgard and Muench (1965) concluded that several personality variables of college students as measured by objective tests, do change as a result of a group experience conducted over several weeks. Others find intensive short-term (marathon) groups to be both appealing and effective change agents (Bach, 1967, 1966; Muntz, 1967). Many psychologists are generally enthusiastic and optimistic about this technique and its usefulness in creating positive changes in students. (Powdermaker and Frank, 1963; Schien and Bennis, 1965). The following statement by Bach (1967, p. 995) is a good summarization of these positive and enthusiastic feelings: . . . . . "The . . . group encounter has been found . . . .to be most efficient, and the most economical antidote to the alienation, meaninglessness, fragmentation and other hazards to mental health of our times."

More appropriate to the present research is the literature concerned with self awareness in the group process and its relationship to change in racial attitudes.

Rogerian theory predicts that when people are placed in a non-threatening, non-evaluative and accepting atmosphere, they will be able to explore and learn more about themselves and eventually become more accepting of themselves (Rogers, 1951). Rogers' theory further predicts that with increased acceptance of self the individual is more able to accept others. Several investigators (Gordon, 1950; Sheerer, 1949) have provided evidence that supports this hypothesis. Sheerer analyzed statements made by 10 clients during counseling and found a positive correlation between acceptance of self and acceptance of others. Similar results were obtained by Gordon (1950) with data obtained by

interviewing participants in a training laboratory. When asked what they received from the group experience, the subjects related more self statements than any other category. Statements suggesting acceptance of others was the second most frequent category.

Not all studies investigating this relationship have been as positive. Kassarjian (1965) studying the effects of a one semester sensitivity group on acceptance of self and others found that this technique did not produce changes in self-other perceptions. This lack of effect has also been substantiated in other populations as well (Bassin, 1958; Bedmar, 1965; Franklin, 1938).

Although the results of studies investigating the relationship between acceptance of others are inconclusive, the investigations conducted by Rubin (1967a; 1967b, 1966) show a great deal of promise. Rubin (1967a, 1967b, 1966) used a sensitivity model to effect changes in self perceptions as well as racial attitudes (acceptance of others). An analysis of pretest - post test change scores demonstrated that (1) sensitivity training procedures significantly increase self acceptance and decrease negative racial attitudes; and that (2) a significant positive relationshp exists between changes in self acceptance and changes in racial attitudes. It is interesting to note that this study used only interracial groups and was unable to obtain data on the effects of sensitivity training to produce changes in self-other perceptions with homogeneous white and black groups.

In summary it is concluded that there is ample evidence to suggest that group experiences, particularly sensitivity training, are effective in producing changes in behavior, attitudes and self-other perceptions. All of the studies reviewed in this section, however, used heterogeneous racial groups. Thus these investigations were unable to assess the effects of sensitivity training procedures on creating changes in self-other perceptions and racial attitudes of homogeneous white and homogeneous black groups.

Variables Influencing Racial Attitude Formation and Change

Past research in the area of racial attitude formation and change has investigated the relationship of many variables to racial attitudes as they exist in both black and white populations. In large part, past research has concentrated its efforts on delineating differences between blacks and whites and has not paid excessive attention to the methods and vehicles available for racial attitude change. Studies have repeatedly documented differences between blacks and whites in terms of social distance (Triandis and Triandis, 1960; Fagen and O'Neill, 1965; Proenza and Strickland, 1965; Derlyshire, 1964), self-attitudes, self concept and a variety of personaltiy measures (Bayton Austin and Beuke, 1965; Deutsch, 1965; Henton and Johnson, 1964; Keller,1963; Trent, 1957) and alienation (Middleton, 1963; and Killion and Grigg, 1962), and to status (Parker and Klemer, 1964).

Much of the past research relating other variables to attitude and self-perception has been done with college students. Gaier and Wombeck (1960) found several similarities between black and white college students in terms of self-reported personality assets and liabilities. This, however, is the exception rather than the rule, for even when objective evidence of equal mental ability is presented, blacks have been found to feel inadequate. (Katz, Goldstein and Benjamin, 1958).

While the majority of past research in racial attitudes has centered on differences between blacks and white, Dreger and Miller (1968) point out, "with the advent of at least limited desegregation in most sections of the country by 1960, there has been a shift in interest from simply measuring attitudes and behavior to a focus on the circumstances leading to modification of these factors." (pg. 34)

Summary

This project had as its specific aim, not only the investigation of changes in racial attitude, but more importantly a vehicle utilized to effect such changes: e.g., sensitivity group participation. However, in experimentally assessing changes in racial attitude as a result of sensitivity group participation, it becomes important to recognize that other forces operating within the individual may influence racial attitudes. Insofar as this situation exists, it becomes important to eliminate this biasing source of variance. Williams (1964) reports that increased interaction of an egalitarian nature tends to reduce racial prejudice. He also points out that variables related to intergroup cooperation or conflict include status, values, stereotypes, personality characteristics and the nature of intergroup contact.

Racial attitudes of black students toward white students will become more positive, regardless of group composition.

Since this study was replicated, two sets of information pertaining to the methods and procedures used in each study as well as the results and the conclusions of the studies have been presented. Study 1 was conducted during the Spring semester of the 1969-1970 academic year. The replication, Study 2, was performed in the Fall semester of the 1970-1971 academic year. To understand the implications of both studies, a unitary discussion of the conclusions has been presented.

The purpose of both studies was to determine the effects of differential sensitivity group participation on the self concept, alienation and racial attitudes of its members. More specifically, the hypotheses tested included:

1. Racial attitudes of black students toward white students will become more positive, regardless of group composition and group leader.

2. Racial attitudes of white students toward black students will become more positive, regardless of group composition and group leader.

3. All students in the heterogeneous sensitivity group will show more positive racial attitude change than those in either black or white homogeneous groups.

4. Participation in sensitivity groups will have a positive impact on self concept regardless of group composition, sex or race.

5. Participation in sensitivity groups will have a positive effect on feelings of alienation regardless of group composition, sex or race.

CHAPTER II

METHODOLOGY

This chapter deals solely with the experimental component of studies one and two. It outlines the methodological, logistical and design compounds that were necessary to complete the study.

Study 1

Subjects

The subjects consisted of 32 randomly selected white and black college freshman who resided in the Orchard Hill dormitory complex. The sample was evenly divided among the races and the sexes.

Instruments

Self concept was measured by the Tennessee Self Concept Scale (Fitts, 1965). This test produced scores on the following subscales: self criticism, total positive self esteem, identity, self acceptance, behavioral self esteem, physical self, moral self, personal self, family self and social self. Reliability coefficients for these scales ranged from .74 to .92. Additional information pertaining to the nature of the scales, reliability and validity data and a copy of the scale can be found in Appendix A.

Alienation was measured by the Alienation Index (Al) (Turner, 1967). This index consists of nine different subscales which measures alienation in several areas: general alienation; self alienation; family alienation; peer alienation; community alienation; alienation from legal structures; alienation from school; alienation from work; and Black Srole. Reliability coefficients for the separate scales range from .83 to .97. The reliability of the overall AI Inventory is .93. Information pertaining to the nature of the subscale, additional reliability and validity data and a copy of the scale can be found in Appendix B.

Tacial attitudes were measured by a semantic differential specially designed to tap this variable. The semantic differential sclaes used in this study are concerned with the evaluative meaning of the concepts: Blacks, Whites, Black College Students on this Campus, and White College Students on this Campus. Past research has shown that the Semantic differential is a flexible and sensitive instrument for the measurement of attitudes; and it has been used successfully in predicting racial and ethnic attitudes (Osgood, Suci and Tannenbaum, 1957). Copies of these scales can be found in Appendix C.

Procedure

The Ss were randomly assigned to one of three experimental groups or to a control group. The experimental groups consisted of one homogeneous black group, one homogeneous white group and one heterogeneous black and white group.

All Ss were pretested prior to the first sensitivity training group session. After pretesting, the experimental Ss participated in sensitivity training group sessions for a period of 1½ hours each week for a total of 7 weeks. Control Ss did not participate in any group activity. At the end of the sessions, all Ss took the same three measures again.

Results

Preliminary F-tests were performed on the pre-test data. Comparisons were made between the scores of the black homogeneous group and the black controls; between the white group and the white controls; and between the heterogeneous group and the entire control group. The black group differed significantly on none of the scales from the black controls. The white group differed at the .05 level on only one of the 23 scales from the white controls - an effect clearly attributed to chance. There was a difference at the .05 level between the heterogeneous group and the entire control group on 6 of the 23 scales. There were: general alienation, total self esteem and four of the individual self esteem scales on the TSC. These latter scales were: identity, behavioral self esteem, physical self and social self. The controls were less alienated and had higher self esteem scores.

In addition, the total pool of subjects were divided by sex and by race. A comparison of test scores was made for each of these two variables. No significant differences on any of the 23 scales was obtained for the male-female comparison. For the black-white comparison, 17 or the 23 scales attained significance at the .05 level or less. Black students were significantly (p . 02) more alienated with respect to the following Al scales: General alienation, personal alienation, alienation from legal structures, alienation from school, alienation from work, and Black Srole. This latter scale is an adaptation of general alienation with the focus on blacka in a white society. The Srole alienation items are adapted to this change. This scale measures two issues: attitudes toward whites and attitudes toward self as black. The other three alienation scales (peer, community and family alienation) did not attain significance.

For the semantic differential, significance was obtained on only the "White College Students on This Campus" scale, with the white students being more significantly more favorably inclined than the black students (p .01) toward this variable. Nearly significant (p .08) in the same direction was the "White" scale. The group means for "Blacks" and "Black College Students on this Campus" were nearly identical for both groups. Both of these concepts were rated in the positive direction.

On the Tennessee Self Concept Scale (TSCS), the black students rated themselves lower (p .05) on the self criticism scale, and in addition, lower on each of the nine self esteem scales (p .02 on social self; p .01 on all others) than the white students.

After pretesting, the homogeneous black group was disbanded due to lack of attendance. Accordingly, data analysis on the post test results will not include this group.

Comparison of pre- and post-test results by means of t-tests were performed on the white group, the heterogeneous group and the control group. T-tests were also performed on the group means for the males and females, and for the black and white college students on the pre- and post-test data. The homogeneous white group changed significantly on one of the Al scales, on one of the four SD scales and on all TSC scales (See Tables 1, 2, and 3).

Table 1

Significant Changes in Scores on the Alienation Index

Al Scale	Homo-geneous White Group	Hetero-geneous Group	Control Group	Females	Males	Total of Whites	Total of Blacks
General					+2.3		
Personal							
Family	+1.7				+2.0		
Peer							
Community			+2.8		+2.6		+2.0
Legal							
School					+2.3	+1.8	
Work							
Black		-3.9					

Score changes which were significant at the .05 level are entered. Positive changes are in the direction of increased alienation.

The heterogeneous group did not change at the .05 level of significance on any of the three different tests. The control group changed on 9 out of 10 TSC scales and on only one Al scale. The females changed on no Al scales and on 9 out of 10 TSC scales. The white students changed on one Al scale, 2 SD scales and on all 10 TSC scales, while the black students changed on one Al scale only.

Tables 1, 2, and 3 present the significant changes on each of the three tests for the groups involved.

Changes on the A1 scales consisted, with the notable exception of the heterogenous' groups score on black alienation, of changes in the direction of increased alienation. Males, taken as a group, changed most significantly in this direction. Community alienation was increased on the part of the control group, males as a whole, and blacks as a whole.

Table 2

Significant Changes in Scores on the Semantic Differential

SD Scale	Homo-geneous White Group	Hetero-geneous Group	Control Group	Females	Males	Total of Whites	Total of Blacks
Blacks							
Whites	-18.8					-15.2	
Black College Students					-42.1		
White College Students						-14.8	

Scale scores changes which were significant at the .05 level are entered. Positive numerical changes are in the more favorable direction.

Changes on the Semantic differential considted of 2 changes. White students thought worse of themselves, males thought worse of "Black College Students" and black students though worse of "White College Students".

Table 3

Significant Changes in Scores on the Tennessee Self Concept Scale

TSC Scale	Homo-geneous White Group	Hetero-geneous Group	Control Group	Females	Males	Total of Whites	Total of Blacks
Self Criticism	-9.3				-6.3	-6.2	
Total Self Esteem	-73.3		-70.2	-57.6	-33.1	-72.1	
Identity	-37.2		-33.8	-26.6	-21.7	-31.3	
Self Acceptance	-19.2		-17.3	-17.6		-22.1	
Bahavioral Self Esteem	-16.9		-19.1	-13.5	-11.1	-18.7	
Physical Self	-20.0		-18.9	-13.2	-14.6	-18.8	
Moral Self	-11.4		-17.8	-13.9	-8.2	-15.8	
Personal Self	-9.5		-12.3	-8.0	-5.8	-9.7	
Family Self	-18.9		-10.0	-12.3	-7.3	-15.6	
Social Self	-13.6		-11.1	-10.2	-7.1	-12.2	

Scale score changes which were significant at the .05 level are entered.

Conclusions

The lack of significant differences on pretest scores between the black group and the black controls, as well as between the white group and the white controls was expected because of the random selection of all subjects. No explanation is advanced here for the difference between the heterogeneous group and the full control group, but its existence will be borne in mind in the interpretation of the post-test data.

The pretest findings which warrant discussion are the dramatic differences in scores between the black and white college students. The findings of higher alienation among the black Ss confirm the nearly identical results by Middleton (1963) who found that on six different alienation scales (powerlessness, meaninglessness, normlessness, cultural estrangement and estrangement from work) black Ss ranked significantly higher than whites on all but cultural estrangement for which there was no difference. This sense of alienation among black Ss was also found in a study by Killian and Grigg (1962). They found a significantly higher anomia (alienation) for blacks than for whites. This alienation was not found among upper class blacks.

The results with the semantic differential however, stand in sharp contrast to the results of Proenga and Strickland (1965). They found, with the same test, that the blacks and whites agreed in their positive concept of whites but disagreed in their concept of blacks, (whites rated them lower). In the present study, the blacks rated themselves in the positive direction and rated the whites in the slightly positive direction. The whites rated themselves as well as the blacks in the positive direction. There was an almost significant difference between the rating of "Whites" ($p=.08$) for the black and white Ss; the whites also rated themselves as more positive than the blacks did ($p < .01$). There was no difference in the rating of "blacks" by the black and white Ss. The discrepancy in this study with the results in Proenga and Stricklan's study may be due to two factors. While their white subject groups included a northern group and a southern group, the blacks were all southerners. This fact may have caused the blacks, in an obvious situation to state that they perceived whites in a positive manner in fear of reprisals that may be taken against them. The semantic differential is an obvious test, i.e. one can "see through it." Secondly, their testing was done previous to the current emergence of "black pride" and the corresponding militancy among black students. The results on the self concept scale support this explanation. For while the black students measured lower in self esteem than the white students, they tended to be less self critical. This result indicated that whenever conscious comparisons were made, the black students would tend to rate themselves more positive than they actually felt. The semantic differential which is obvious in what it is attempting to measure, allows them to say what they want to think. The results of the white students on this scale tend to support Roger's (1951) prediction that the more one accepts himself, the more he will tend to accept others.

Examination of Table 3 yields two important items of information. Of the three remaining experimental groups, only the heterogeneous group failed to change significantly on any of the TSC scales. The pretest data had

shown no difference between the homogeneous white group and the control group, but a significant difference between the heterogeneous group and the control group. This accidental and unintentional difference appears to be the best explanation of the failure for the heterogeneous group to change significantly on the TSC. Secondly, note that there was a remarkable uniformity among those who changed significantly. All changes were in the direction of lowered self esteem with the control group changing in approximately the same amount as the homogeneous white group. This prevents a finding in support of the hypothesized effect of participation in sensitivity groups. Instead, the nearly universal effect seems to have been a function of time alone. It should be noted that the pre-tests were given at the beginning of the semester while the post-tests were given during the period of study for final exams (and recognition of the student's current status).

The changes on the AI support both of the above remarks, since the heterogeneous group became less alienated while both the homogeneous white group and the control group became more alienated. Secondly, the general change was in the direction of more alienation, indicating a temporal effect as the predominant one in this study.

Thus there is a failure to support the first hypothesis, that participation in these sensitivity groups would have a positive effect on attitudes. Such an effect may have been present but it seems to be buried under the overwhelming temporal effect. The second hypothesis, that the members of the heterogeneous group would display more positive attitude changes, receives moresome partial support. The heterogeneous group changed on only one scale. However, that change was in the direction of positive attitude change, while all of the other significant changes on all the scales were in the direction of negative attitude change. Caution should be used in interpreting this finding, however, given the observed initial difference (with possibly different disposition to change) and the fact that the particular area of improvement (black alienation) was not significant for any of the other groups tested.

Study 2

Subjects

The subjects consisted of 75 randomly selected white and black college freshmen who resided in the Orchard Hill dormitory complex. The sample consisted of 42 males (22 whites and 20 blacks) and 33 females (16 blacks and 17 whites).

Due to attrition in all groups the final sample consisted of 28 subjects. This included 15 males, 13 females, 8 blacks and 13 whites.

Instruments

The Tennessee Self Concept Scale (TSCS) and Alienation Index (AI), described earlier, were also used in this replication. However, since the Semantic Differentials of Study 1 did not yield an accurate measure of racial prejudice, the Bogardus Social Distance Scale was used instead. This

Scale has been found to be sensitive to the measurement of racial prejudice with a wide variety of ethnic groups. A copy of this scale and additional information pertaining to the reliability and validity of this scale may be found in Appendix D.

Procedure

The subjects were randomly assigned to one of the following experimental or control groups:

a. Homogeneous - White
b. Homogeneous - Black
c. Heterogeneous - Black - White
d. Black Control
e. White Control

All subjects, except the homogeneous black group, which refused to be tested, were pretested prior to the first sensitivity group session. After pretesting all of the experimental subjects participated in sensitivity training group sessions for a period of 1½ hours each week for a total of 7 weeks. The control subjects did not participate in any group activity. Following the group sessions, all subjects excluding the homogeneous black group, were post-tested using the same time measures.

Results

A 2 x 2 x 2 factorial analysis of variance using pre- to post-test change scores was used to analyze the data. This design allowed the experimented to investigate differences between treatment and control subjects, males and females as well as black and white subjects. The interactions between these variables were also investigated.

Criterion 1. Treatment-Control differences of the 22 variables investigated, three variables were found that clearly attributed differences due to experimental manipulation.

Table one presents the data pertaining to the Tennessee Self Concept Scale - Defensive Positive subscale.

Table 1

Analysis of Variance of Change Scores
for the TSCS - Defensive Positive

Source of Variance		df	M.S.	F.
Main Effect				
Treatment-Control	(A)	1	631.352	7.059*
Sex	(B)	1	.006	.000
Black-White	(C)	1	185.352	2.072
Two Factor Interactions				
A x B		1	192.355	2.151
A x C		1	42.141	.471
B x C		1	11.087	.124
Three Factor Interactions				
A x B x C		1	.541	.006
Error		14	89.438	
Total		22		

Table One indicates that the treatment group scored significantly higher (p .05) on the Defensive Positive (DP) scale (treatment $\bar{x}$ 6.330, Control $\bar{x}$ -6.584).

Table Two presents the data pertaining to the Treatment Control differences that occured on the Family Alienation scale of the Alienation Index (AI).

Table 2

Analysis of Variance of Change Scores for the Family Alienation Subscale of the AI

Source of Variance		df	M.S.	F.
Main Effect				
Treatment-Control	(A)	1	4.468	1.286
Sex	(B)	1	24.400	7.024*
Black-White	(C)	1	.242	.070
Two Factor Interactions				
A x B		1	17.144	4.935*
A x C		1	.028	.008
B x C		1	22.935	6.603*
Three Factor Interactions				
A x B x C		1	21.301	6.132*
Error		14	3.474	
Total		22		

*P .05

This table indicates that there was a significant interaction between the Treatment-Control variable and Sex (p .05). A closer examination of the means for each cell of this two-way interaction may be obtained from Figure 1.

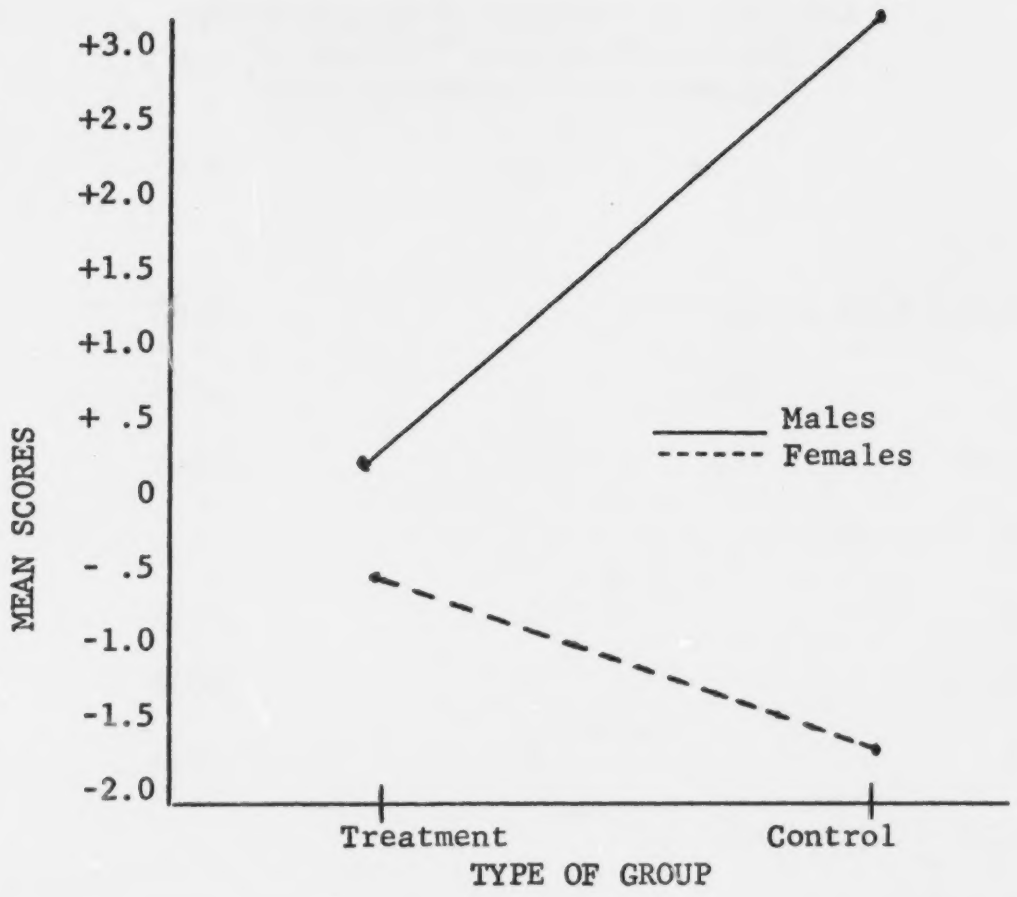

Fig. 1. Mean scores on family alienation scale for males and females assigned to either the treatment or control groups.

It is evident, from an examination of Figure 1 that the control males were significantly more alienated from family ($\bar{x}$ 3.000) than the control females ($\bar{x}$ -1.666), treatment males ($\bar{x}$ -.214), or treatment females ($\bar{x}$ -.624).

Table 3 presents the data pertaining to the Treatment-Control differences that occurred on the White American subscale of the Bogardus Social Distance Scale.

Table 3

Analysis of Variance of Change Scores
for the White American Subscale of the
Bogardus Social Distance Scale

Source		df	M.S.	F.
Main Effects				
Treatment-Control	(A)	1	.0008	.005
Sex	(B)	1	.5755	3.543
Black-White	(C)	1	.1248	.768
Two Factor Interactions				
A x B		1	.7445	4.584*
A x C		1	.0008	.005
B x C		1	1.4093	8.677*
Three Factor Interactions				
A x B x C		1	1.1726	7.220*
Error		14	.1624	
Total		22		

*P .05

An examination of Table 3 indicates that a significant interaction (p .05) occurred between the Treatment-Control variable and sex. This difference is graphically presented in Figure 2.

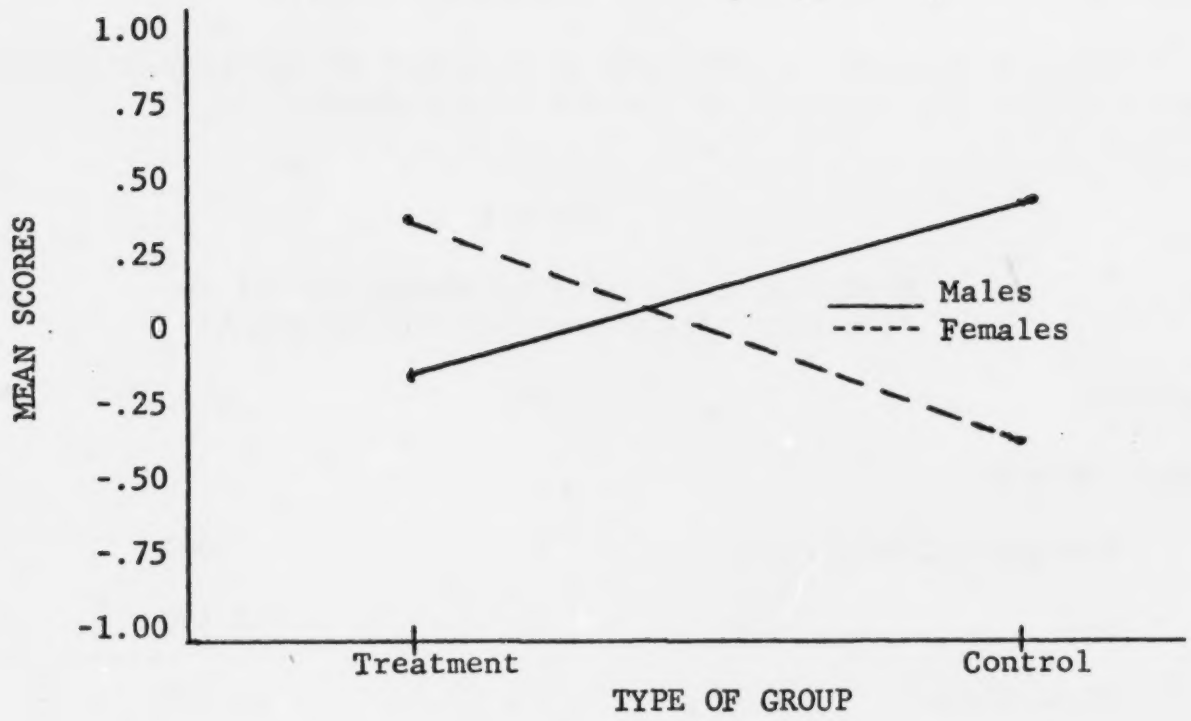

Fig. 2. Mean scores on the White American Subscale of the Bogardus Social Distance Scale for males and females assigned to either a Treatment or Control Group.

An examination of Figure 2 indicates that control males perceived white Americans more prejudically ($\bar{x}$ .411) than control females ($\bar{x}$ -.423), treatment males ($\bar{x}$ -.019) or treatment females ($\bar{x}$ .035).

Criterion 2. Sex Differences. An examination of Table Two also reveals that a significant difference between sexes (p .05) occurred on the Family Alienation Scale of the AI. This difference indicated that males ($\bar{x}$ 1.393) regardless of race or type of group were significantly more alienated from Family than females ($\bar{x}$ -1.145).

Table 4 present the analysis of variance of the change scores for the peer alienation subscale of the Alienation Index.

Table 4

Analysis of Variance of Change Scores for the Peer Alienation Subscale of the AI

Source		df	M.S.	F.
Main Effects				
Treatment-Control	(A)	1	.091	.020
Sex	(B)	1	50.570	11.401**
Black-White	(C)	1	15.325	3.455
Two Factor Interactions				
A x B		1	.992	.224
A x C		1	2.705	.610
B x C		1	20.823	4.695*
Three Factor Interactions				
A x B x C		1	.992	.224
Error		14	4.435	
Total		22		

*P .05
**P .01

This table indicates that males were significantly (P .01) more alienated from peers ($\bar{x}$ 1.321) than females ($\bar{x}$ -2.333).

Criterion 3. Racial Differences. Table 2 indicates that a significant interaction occurred between the sex and racial variables (p .05) on the Family Alienation subscale of the AI.

A closer examination of these results are presented in Figure 3.

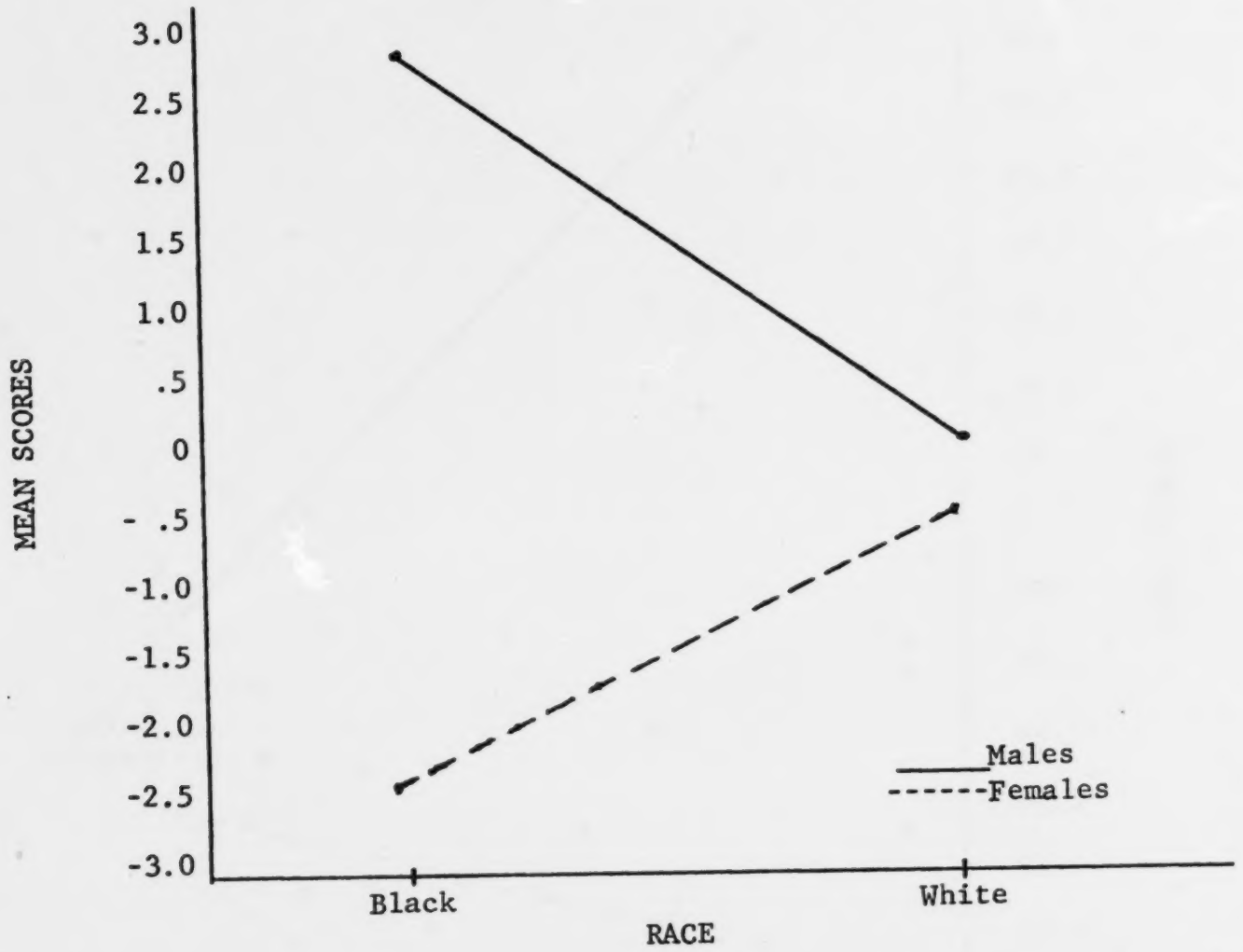

Fig. 3. Mean scores on the Family Alienation Subscale of the AI for males and females divided by race.

Figure 3 reveals that black males were significantly more alienated from family ($\bar{x}$ 2.751) than black females ($\bar{x}$ -2.249), white males ($\bar{x}$ .035), and white females ($\bar{x}$ -.041).

Table 4 also reveals a significant interaction (P .05) occurred on the peer alienation subscale of the AI. This interaction was concerned with the variables of race and sex.

Figure 4 presents this data graphically.

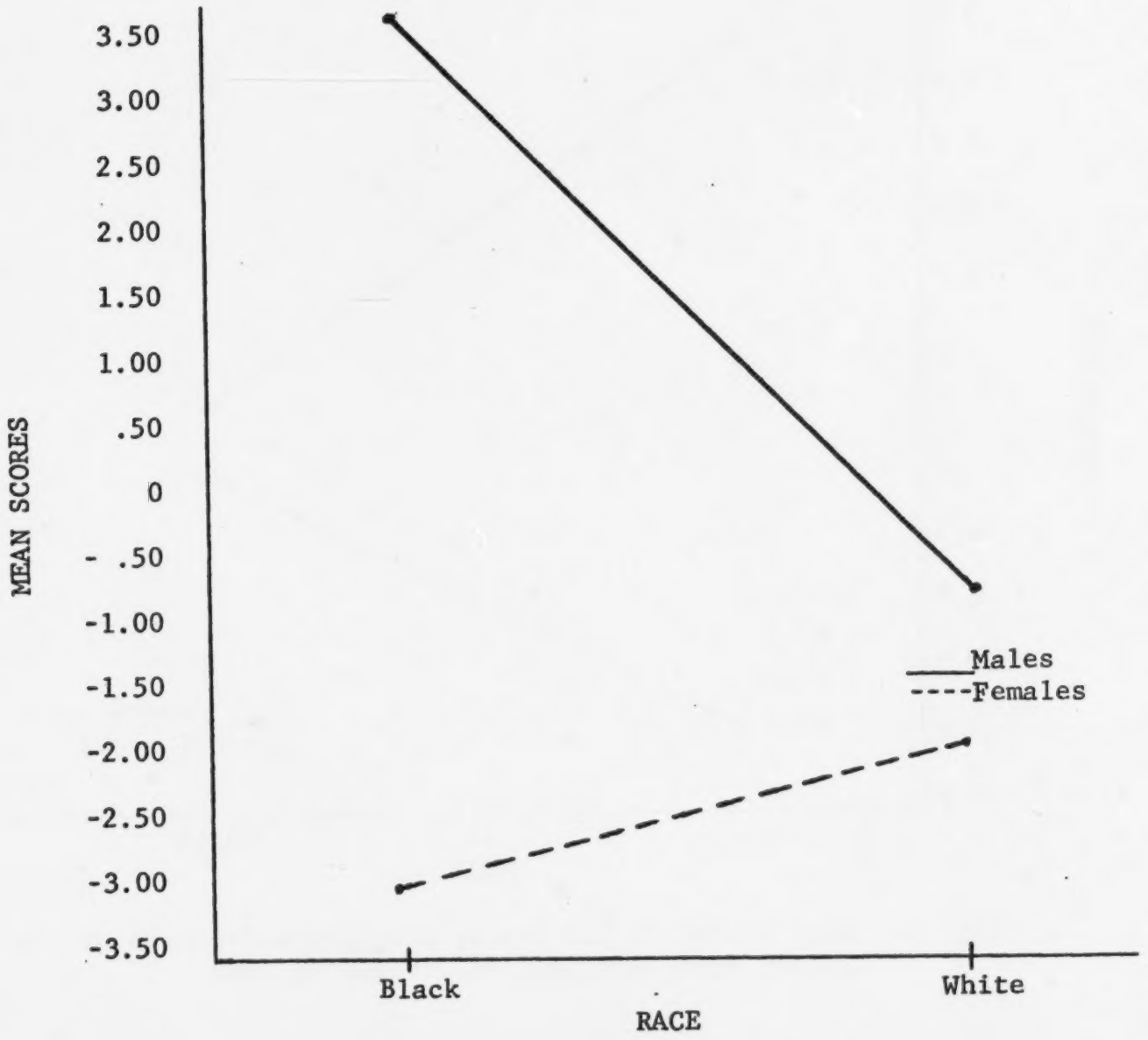

Fig. 4. Mean scores on the Peer Alienation subscale of the AI for males and females divided by race.

It is evident from Figure 4 that black males were significantly more alienated from peers ($\bar{x}$= 3.50) than either black females ($\bar{x}$= -3.358), white males ($\bar{x}$= -.858) or white females ($\bar{x}$= -2.166).

Table three presented the analysis of variance for the white American subscale of the Bogardus Social Distance Scale. This table revealed a significant interaction (P .05) between the variables of race and sex on this variable.

Figure 5 graphically presents the differences between sex and race on the variable white American.

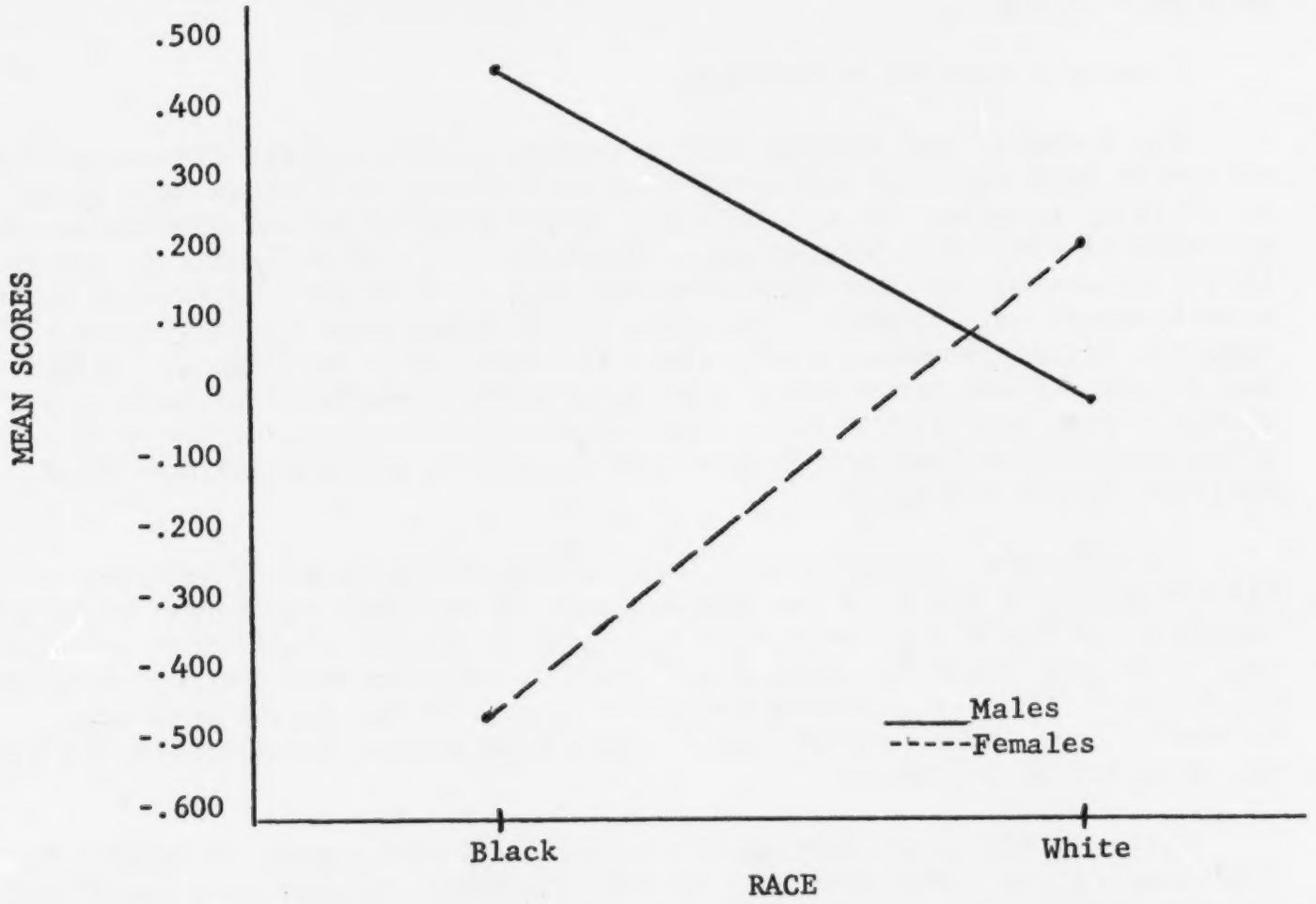

Fig. 5. Mean Scores on the white American subscale of the Bogardus Social Distance Scale for males and females divided by race.

A closer examination of Figure 5 reveals that while black males perceive white Americans more negatively (x= .410) black females perceive white Americans more positively (x= -.590) than either the white males (x= -.018) or white females (x= .202).

Conclusions

It is difficult to reach firm conclusions pertaining to the effects of sensitivity training programs on racial prejudice, self concept and alienation when one of the groups, black homogeneous, were not included in the analysis. Although this unfortunate circumstance vitiaties against investigating the effects of racial group compositon on changes in racial prejudice, self concept and alienation, the design allows a rather thorough investigation of the effects of sensitivity group participation on the aforementioned variables.

Treatment-Control Differences

For example, the finding that treatment groups had significantly higher DP scores than controls indicates that as a result of 7 weeks of a group sensitivity program, the participants of the program became more defensive and this is extremely interesting. Theoretically, participants in sensitivity groups become less defensive and more open to new experiences and accept others more readily. However, the movement from defensiveness to openness varies between individuals. For some, this movement is rapid, for others, it may never occur. An alternative hypothesis therefore, is that a 7 week sensitivity group for these individuals, given the task and group composition, was not long enough to produce an open and acceptant attitude toward one another.

The data also suggests that sensitivity groups have differential effects on males and females, particularly on the family alienation variable. Figure 1 indicated that males who participated in the sensitivity group were much less alienated from their family than males who did not participate (controls). However, females who participated in the groups were more alienated from family but at lower levels than males, than females who did not participate (controls).

This suggests that sensitivity groups have more impact on males in vitiating family alienation than it does females. It must be pointed out, however, that females, regardless of participation, were much less alienated than males. One interpretation of these results is that freshmen males find the sensitivity groups a place in which they can explore their feelings of alienation and independence without censure or ridicule. It is doubtful that a freshman male would engage in this kind of exploration in his dormitory. In short, the sensitivity group provided a forum to investigate these feelings and perhaps provided a security of a substitute family of peers.

The third treatment-control difference was related to attitudes towards white Americans. Again, it appears that sensitivity groups have differential effects on males and females. In this case it was learned that males in the treatment group perceived white Americans less prejudicially than treatment females. In addition, treatment males perceived white Americans lest prejudically than control males while treatment females perceived white Americans more prejudically than control females. It appears that sensitivity groups were successful in reducing prejudicial attitudes towards white Americans. However, for females sensitivity groups had the reverse effect.

Sex Differences: It is evident, from Tables 2 and 4 that males are significantly more alienated from family and peers than females, regardless of race or treatment. It appears that the males in this study are a rather lonely and alienated group of individuals. Not only are they having difficulty relating to their family, but they also feel estranged from their peers. However, as indicated earlier, participation in a sensitivity group does ameliarate their feelings of alienation toward family.

Racial Differences: The variable of family alienation becomes more confounded when one considers the results presented in Figure 3. These results indicated that black males were significantly more alienated from their families than any other group. Additionally, black females were the least alienated from their families when compared to all other groups. White males and females were moderately alienated from their families.

The same phenomena occurred on the peer alienation scale. Black males were again significantly more alienated from peers than any other group while black females were the least alienated from peers. These results are extremely difficult to interpret. However, it is felt that the black male finds little in our society to relate to. He must assert his independence from his family as well as his peers. He may be described as an extremely independent person who has begun to evaluate and reject the values held by his family. Additionally, the black male at this University has few peers with whom he can relate. This interpretation gains additional support when one considers the results pertaining to attitudes towards white Amhericans. The black male clearly perceives white Americans more negatively than any other group (black females, white males, white females). In a university that is predominantly white, it is difficult for a black male to find a group of peers that hold similar values with whom he can relate.

In general, males perceive white Americans more negatively than females. This appears logical since previous results indicated that males in general were more alienated from family, the epitome of white "middle class" Americans and peers. If males are alienated and estranged from these two primary groups, it is to be expected that his attitude towards the general concept white American would be negative. It is evident that the black male feels this estrangement more acutely than the white male.

The results presented for black females are more confusing. The black female perceived white Americans the most positively of cell groups. No interpretation is offered for this result.

It can generally be stated that sensitivity group participation had no measurable effect on changing the self concepts, as measured by the TSCS, of the participants. Participation in sensitivity groups did assist in amelorating family and peer alienation, particularly for males. Participation in sensitivity group programs had no demonstrable effect on racial attitudes.

CHAPTER III
DISCUSSION

The results of the two studies reported in this paper are essentially compatible.

Both studies found that black college students were more alienated than white college students. These findings confirm the results obtained by Middleton (1963) and Killian and Grigg (1962). However, Study Two indicates that alienation is most keenly felt by males, particularly black males.

In addition, both studies indicate that black college students perceive white Americans in a slightly positive direction. A fuller explanation is provided in Study Two. It appears that black males perceive white Americans more negatively than any other group.

Both studies seemed to indicate that participation in a 7 week sensitivity group has little effect on attitudes toward self concepts, and racial attitudes.

For alienation, the results are mixed. Study One indicates that feelings of alienation increased over time while Study Two revealed a reverse trend, particularly on the subscales of family and peer alienation.

Limitations

The most stringent limitation of this study was the failure to obtain adequate and complete data from the black homogeneous groups in both Study 1 and 2. In the first study, pretest data was obtained but no post-test data was available. In Study 2 neither pre or post-test data was obtained. This seems to indicate that much more examination of the role of testing and attitudes toward testing among black students must be conducted. It further appears that the sensitivity group model appears to be inappropriate for black homogeneous groups.

In additon, better measurment devices must be found to investigate attitudes towards racial prejudice. Both the Semantic Differential and Bogardus were found to be easily manipulated.

Suggested Further Research

It is recommended that the following procedures be followed before conducting further research on the effects of sensitivity groups on racial attitudes:

1. Develop an adequate sensitive test to measure racial attitudes.

2. More complete examination of attitudes of black and white college students toward testing.

After these two steps have been completed, the following investigations should be conducted:

1. An investigation of the effects of sensitivity groups on openness, self concepts, alienation and racial attitudes over time. It is felt that more intensive groups (i.e. marathons) and/or longer and more intensive groups would produce desirable results.

2. An investigation of the use of other means of racial attitude change (i.e. propaganda, academic courses, etc.) and its relationship to sensitivity groups. It may be that sensitivity groups are not the most effective way to obtain changes in racial attitudes. Futher, procedures could be developed to ascertain which method or combinations of programs is most effective in producing the desired changes in racial attitudes.

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APPENDIX A

TENNESSEE SELF CONCEPT SCALE

TENNESSEE

(Department of Mental Health)

SELF CONCEPT SCALE

by

William H. Fitts, PhD.

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Counselor Recordings and Tests
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INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

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	Page 1	Item No.
1. I have a healthy body		1
3. I am an attractive person		3
5. I consider myself a sloppy person		5
19. I am a decent sort of person		19
21. I am an honest person		21
23. I am a bad person		23
37. I am a cheerful person		37
39. I am a calm and easy going person		39
41. I am a nobody		41
55. I have a family that would always help me in any kind of trouble		55
57. I am a member of a happy family		57
59. My friends have no confidence in me		59
73. I am a friendly person		73
75. I am popular with men		75
77. I am not interested in what other people do		77
91. I do not always tell the truth		91
93. I get angry sometimes		93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

Page 2

	Item No.
2. I like to look nice and neat all the time	2
4. I am full of aches and pains	4
6. I am a sick person	6
20. I am a religious person	20
22. I am a moral failure	22
24. I am a morally weak person	24
38. I have a lot of self-control	38
40. I am a hateful person	40
42. I am losing my mind	42
56. I am an important person to my friends and family	56
58. I am not loved by my family	58
60. I feel that my family doesn't trust me	60
74. I am popular with women	74
76. I am mad at the whole world	76
78. I am hard to be friendly with	78
92. Once in a while I think of things too bad to talk about	92
94. Sometimes, when I am not feeling well, I am cross	94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Item No.
7. I am neither too fat nor too thin.....	7
9. I like my looks just the way they are.....	9
11. I would like to change some parts of my body.....	11
25. I am satisfied with my moral behavior.....	25
27. I am satisfied with my relationship to God.....	27
29. I ought to go to church more.....	29
43. I am satisfied to be just what I am.....	43
45. I am just as nice as I should be.....	45
47. I despise myself.....	47
61. I am satisfied with my family relationships.....	61
63. I understand my family as well as I should.....	63
65. I should trust my family more.....	65
79. I am as sociable as I want to be.....	79
81. I try to please others, but I don't overdo it.....	81
83. I am no good at all from a social standpoint.....	83
95. I do not like everyone I know.....	95
97. Once in a while, I laugh at a dirty joke.....	97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

Page 4

		Item No.
8.	I am neither too tall nor too short	8
10.	I don't feel as well as I should	10
12.	I should have more sex appeal	12
26.	I am as religious as I want to be	26
28.	I wish I could be more trustworthy	28
30.	I shouldn't tell so many lies	30
44.	I am as smart as I want to be	44
46.	I am not the person I would like to be	46
48.	I wish I didn't give up as easily as I do	48
62.	I treat my parents as well as I should (Use past tense if parents are not living).	62
64.	I am too sensitive to things my family say	64
66.	I should love my family more	66
80.	I am satisfied with the way I treat other people	80
82.	I should be more polite to others	82
84.	I ought to get along better with other people	84
96.	I gossip a little at times	96
98.	At times I feel like swearing	98

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 5	Item No.
13.	I take good care of myself physically	13
15.	I try to be careful about my appearance	15
17.	I often act like I am "all thumbs"	17
31.	I am true to my religion in my everyday life	31
33.	I try to change when I know I'm doing things that are wrong	33
35.	I sometimes do very bad things	35
49.	I can always take care of myself in any situation	49
51.	I take the blame for things without getting mad	51
53.	I do things without thinking about them first	53
67.	I try to play fair with my friends and family	67
69.	I take a real interest in my family	69
71.	I give in to my parents. (Use past tense if parents are not living)	71
85.	I try to understand the other fellow's point of view	85
87.	I get along well with other people	87
89.	I do not forgive others easily	89
99.	I would rather win than lose in a game	99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

Page 6

		Item No.
14.	I feel good most of the time	1
16.	I do poorly in sports and games	1
18.	I am a poor sleeper	1
32.	I do what is right most of the time	3
34.	I sometimes use unfair means to get ahead	3
36.	I have trouble doing the things that are right	3
50.	I solve my problems quite easily	5
52.	I change my mind a lot	5
54.	I try to run away from my problems	5
68.	I do my share of work at home	6
70.	I quarrel with my family	70
72.	I do not act like my family thinks I should	72
86.	I see good points in all the people I meet	86
88.	I do not feel at ease with other people	88
90.	I find it hard to talk with strangers	90
100.	Once in a while I put off until tomorrow what I ought to do today	100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

NATURE AND MEANING OF TENNESSEE SELF CONCEPT SCALES

"I. Counseling Form

A. The Self Criticism Score (SC). This scale is composed of 10 items.[1] These are all mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are being defensive and making a deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness, and suggest that the Positive Scores are probably artificially elevated by this defensiveness.

B. The Positive Scores (P). These scores derive directly from the phenomenological pool the statements seemed to be conveying three primary messages: (1) This is what I am, (2) This is how I feel about myself, and (3) This is what I do. On the basis of these three types of statements, the three horizontal categories were formed. They appear on the Score Sheet as Row 1, Row 2, and Row 3 and are hereafter referred to by those labels. The Row Scores thus comprise three sub-scores which, when added, constitute the Total Positive or Total P Score. These scores represent an internal frame of reference within which the individual is describing himself.

Further study of the original items indicated that they also varied considerably in terms of a more external frame of reference. Even within the same row category the statements might vary widely in content. For example, with Row 1 (the What I am category) the statements refer to what I am physically, morally, socially, etc. Therefore, the pool of items was sorted again according to these new vertical categories, which are the five Column Scores of the Score Sheet. Thus, the whole set of items is divided two ways, vertically into columns (external frame of reference) and horizontally into rows (internal frame of reference) with each item and each cell contributing to two different scores.

1. Total P Score. This is the most important signle score on the Counseling Form. It feflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy and have little faith or confidence in themselves.

If the Self Criticism (SC) Score is low, high P Scores become suspect and are probably the result of defensive distortion. Extremely high scores (generally above the 99th percentile) are deviant and are usually found only in such disturbed people as paranoid schizophrenics who as a group show many extreme scores, both high and low.

On the Counseling Form the Positive Scores are simply designated as P Scores while on the Score Sheet of the C and R Form, they are referred to as P + N Scores in order to clarify the computations involved.

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[1]These items have been taken from the L-Scale of the Minnesota Multiphasic Personality Inventory (1951), Copyright 1943, The University of Minnesota. Published by Psychological Corporation. Reproduced by special arrangements.

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2. Row 1 P Score - Identity. These are the "what I am" items. Here the individual is describing his basic identity - what he is as he sees himself.
3. Row 2 P Score - Self Satisfaction. This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance. An individual may have very high scores on Row 1 and Row 3 yet still score low on Row 2 because of very high standards and expectations for himself. Or vice-versa, he may have a low opinion of himself as indicated by the Row 1 and Row 3 Scores yet still have a high Self Satisfaction Score on Row 2. The sub-scores are therefore best interpreted in comparison with each other and with the total P Score.
4. Row 3 P Score - Behavior. This score comes from those items that say "this is what I do, or this is the way I act." Thus this score measures the individual's perception of his own behavior or the way he functions.
5. Column A - Physical Self. Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.
6. Column B - Moral-Ethical Self. This score describes the self from a moral-ethical frame of reference-moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.
7. Column C - Personal Self. This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.
8. Column D - Family Self. This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immidiate circle of associates.
9. Column E - Social Self. This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

C. The Variability Scores (V). The V Scores provide a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. High scores mean that the subject is quite variable in this respect while low scores indicate low variability which may even approach rigidity if extremely low (below the first percentile).
   1. Total V. This represents the total amount of variability for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. High scoring persons tend compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but above the first percentile.
   2. Column Total V. This score measures and summarizes the variations within the columns.
   3. Row Total V. This score is the sum of the variations across the rows.

D. The Distribution Score (D). This score is a summary score of the way one distributes his answers across the five available choices in responding to the items of the Scale. It is also interpreted

as a measure of still another aspect of welf-perception: certainly about the way one sees himself. High scores indicate that the subject is very definite and certain in what he says about himself while low scores mean just the opposite. Low scores are found also at times with people who are being defensive and guarded. They hedge and avoid really committing themselves by employing "3" responses on the Answer Sheet.

Extreme scores on this variable are undesirable in either direction and are most often obtained from disturbed people. For example, schizophrenic patients often use "5" and "1" answers almost exclusively, thus creating very high D Scores. Other disturbed patients are extremely uncertain and noncommital in their self descriptions with a predominance of "2", "3" and "4" responses and very low D Scores (Fitts, 1965, pp. 2,3)."

II. Clinical Research Scales

"A. The Defensive Positive Scale (DP). This is a more subtle measure of defensiveness than the SC Score. One might think of SC as an obvious defensiveness score and DP as a subtle defensiveness score. The DP Score stems from a basic hypothesis of self theory: that individuals with established psychiatric difficulties do have negative self concepts at some level of awareness, regardless of how positively they describe themselves on an instrument of this type.

With this basic assumption, the author collected data of 100 psychiatric patients whose Total P Score were above the mean for the Norm Group. The item analysis then identified 29 items which differentiated this DP Group from the other groups.

The DP Score has significance at both extremes. A high DP Score indicates a positive self description stemming from defensive distortion. A significantly low DP Score means that the person is lacking in the usual defenses for maintaining even minimal self esteem.

B. The General Maladjustment Scale (GM). This scale is composed of 24 items which differentiate psychiatric patients from non-patients but do not differentiate one patient group from another. Thus it serves as a general index of adjustment-maladjustment but provides no clues as to the nature of the pathology. Note that this is an inverse Scale on the Profile Sheet. Low raw scores result in high T-Scores, and vice cersa.

C. The Psychosis Scale (Psy). The Psy Scale is based on 23 items which best differentiate psychotic patients from other groups.

D. The Personality Disorder Scale (PD). The 27 items of this scale are those that differentiate this broad diagnostic category from the other groups. This category pertains to people with basic personality defects and weaknesses in contrast to psychotic states or the various neurotic reactions. The PD Scale is again an inverse one.

E. The Neurosis Scale (N). This is an inverse scale composed of 27 items. As with the other inverse scales, high T-Scores on the Profile Sheet still mean high similarity to the group from which the scale was derived--in this case neurotic patients.

F. The Personality Integration Scale (PI). The scale consists of the 25 items that differentiate the PI Group from other groups. The scoring is slightly different for this scale and is explained on the special template for scoring this scale. This group was composed of 75 people who, by a variety of criteria, were judged as average or better in terms of level of adjustment of degree of personality integration.

G. The Number of Deviant Signs Score (NDS). The NDS Score is a purely empirical measure, and is simply a count of the number of deviant features on all other scores. This score is based upon the theoretical position of Berg (1957) as stated in his "deviation hypothesis". This hypothesis states that individuals who deviate sharply from the norm in minor behaviors are likely to be deviant in more major aspects of behavior. The findings with the NDS Score substantiate this hypothesis. Disturbed persons often obtain extreme scores on either end of the continuum. Consequently, a system which sets appropriate cut-off points for each score on the Scale will identify disturbed persons with considerable accuracy.

The NDS Score is the Scale's best index of psychological disturbance. "his score alone identifies deviant individuals with about 80% accuracy (Fitts, 1965, P. 5)".

Means, Standard Deviations, and Reliability Coefficients
Tennessee Self Concept Scale[a]

Score	Mean	Standard Deviation	Reliability
I. COUNSELING SCALES			
Self-Criticism	35.54	6.70	.75
T/F	1.03	.29	.82
Net Conflict	-4.91	13.01	.74
Total Conflict	30.10	8.21	.74
Total Positive	345.57	30.70	.92
Row 1	127.10	9.96	.91
Row 2	103.67	13.79	.88
Row 3	115.01	11.22	.88
Col. A.	71.78	7.67	.87
Col. B.	70.33	8.70	.80
Col. C.	64.55	7.41	.85
Col. D.	70.83	8.43	.89
Col. E.	68.14	7.86	.90
Total Variability	48.53	12.42	.67
Col. Total V	29.03	9.12	.73
Row Total V	19.60	5.76	.60
II. CLINICAL RESEARCH SCALES			
DP	54.40	12.38	.90
GM	98.80	9.15	.87
Psy	46.10	6.49	.92
PD	76.39	11.72	.89
N	84.31	11.10	.91
PI	10.42	3.88	.90
NDS (Median)	4.34		.90

A copy of the Tennessee Self Concept Scale can be found in Appendix A.

a. Fitts, W. H. Manual of the Tennessee Self Concept Scale. Nashville: Counselor Recordings and Tests, 1965.

APPENDIX B

ALIENATION INDEX

TODAY'S DATE_____ DATE OF BIRTH_____SCHOOL GRADE_____ MALE____ FEMALE_____

PARENT'S OCCUPATION_____

AI INVENTORY

Here are some statements that people have different feelings about. They have to do with many different things. Read each sentence and decide whether you: STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), or STRONGLY DISAGREE (SD). Then circle the answer that tells how you feel about it.

For example: The main problem for young people is money. (Suppose that you "strongly agreed" with that statement. Then you would circle SA.) SA A D SD

There are no right or wrong answers. Just indicate how you really feel. If you wish to change your answer, put an X through the first answer and circle the one you prefer. CIRCLE ONE ANSWER

1. In spite of what some people say, things are getting worse for the average man. SA A D SD
2. I have not lived the right kind of life. SA A D SD
3. No one in my family seems to understand me. SA A D SD
4. I have nothing in common with most people my age. SA A D SD
5. Most of the people in my neighborhood thing about the same way I do about most things. SA A D SD
6. A person who commits a crime should be punished. SA A D SD
7. School does not teach a person anything that helps in life or helps to get a job. SA A D SD
8. Any person who is able and willing to work hard has a good chance of making it. SA A D SD
9. These days black people don't really know who they can count on. SA A D SD
10. It is hardly fair to bring children into the world with the way things look for the future. SA A D SD
11. There is very little I really care about. SA A D SD
12. Most of my relatives are on my side. SA A D SD
13. My way of doing things is not understood by others my age. SA A D SD
14. I have never felt that I belonged in my neighborhood. SA A D SD
15. Laws are made for the good of a few people, not for the good of people like me. SA A D SD

16. School is a waste of time. SA A D SD

17. The kind of work I can get does not interest me. SA A D SD

18. There is little use in black people writing to public officials because often they aren't really interested in the problems of the black people. SA A D SD

19. Nowadays a person has to live pretty much for today and let tomorrow take care of itself. SA A D SD

20. I usually feel bored no matter what I am doing. SA A D SD

21. My parents often tell me they don't like the people I go around with. SA A D SD

22. It is safer to trust no one - not even so-called friends. SA A D SD

23. Adult neighborhood organizations don't speak for me. SA A D SD

24. It would be better if almost all laws were thrown away. SA A D SD

25. School is just a way of keeping young people out of the way. SA A D SD

26. To me work is just a way to make money - not a way to get any satisfaction. SA A D SD

27. In spite of what some people say, things are getting worse for black people. SA A D SD

28. There is little use in writing to public officials because often they aren't really interested in the problems of the average man. SA A D SD

29. I don't seem to care what happens to me. SA A D SD

30. I don't have anything in common with my family. SA A D SD

31. Most of my friends waste time talking about things that don't mean anything. SA A D SD

32. There are many good things happening in my neighborhood to improve things. SA A D SD

33. It is OK for a person to break a law if he doesn't get caught. SA A D SD

34. I have often had to take orders on a job from someone who did not know as much as I did. SA A D SD

35. It is hardly fair to bring children into the world with the way things look for black people in the future. SA A D SD

36. These days a person doesn't really know who he can count on.	SA	A	D	SD
37. I do things sometimes without knowing why.	SA	A	D	SD
38. I don't care about most members of my family.	SA	A	D	SD
39. In the group that I spend most of my time most of the guys (or girls) don't understand me.	SA	A	D	SD
40. My neighborhood is full of people who care only about themselves.	SA	A	D	SD
41. In a court of low I would have the same chance as a rich man.	SA	A	D	SD
42. I like school.	SA	A	D	SD
43. Most foremen and bosses just want to use the worker to make bigger profits.	SA	A	D	SD
44. Nowadays black people have to live pretty much today and let tomorrow take care of itself.	SA	A	D	SD
45. Most of the stuff I am told in school just does not make any sense to me.	SA	A	D	SD

AI INVENTORY

A. Description

The AI (alienation index) inventory is a 45 item scale consisting of 9 five-item subtests. The general core concept of the entire test relates to the feeling of disengagement and distance which a person may have with respect to different critical aspects of his life. That is, the person in responding to the scale is indicating the extent to which he feels that his values do not correspond to the values of various groups in his life. To the extent that a person is in agreement with or accepts the values of a particular group he is unalienated.

The fact that there are nine subtests in the scale is based on the author's conclusion that alienation is not a simple unitary dimension, but that alienation exists in relation to various groups and forces in the person's life field. A person can be estranged from his family, feeling that there is not much or any overlap of values, and yet be completely unalienated as far as his peer group, school, or the larger society is concerned. The nine subtests are as follows:

1. General alienation core concept:

   The attempt here is to assess the degree to which a person feels that the world is an unfriendly place and that he is separated from it. The five items attempt to get at feelings of hopelessness and normlessness, as well as feelings of estrangement from the society at large.

2. Self alienation core:

   It is difficult to separate negative self perception from the "alienation from self", but in the latter the issue is mainly the degree to which the individual perceives himself and he behavior as ego alien. There should be an indication of the individual's perception of a discrepancy between his ideal self and present self.

3. Alienation from family core:

   The attempt here is to determine the degree to which the individual perceives the family as making negative to neutral judgments about his behavior or about him as a person. One major issue is whether the individual considers himself an integral part of the family structure. A second major issue is whether the individual sees the family as having values which are his.

4. Alienation from peers core:

   The major group involved is the age peer group. However, within the age group there are important distinctions. Although there is a general concept of peers, the following should be involved: girls, gang peers, non-gang peers. The issue is the degree of involvement and perception of common values.

5. Alienation from community core:

   The attempt here is to ascertain the degree to which the individual perceives the community (or neighborhood) as an unfriendly place or as values which are foreign to his own.

6. Alienation from community:

   The attempt here is to determine the extent to which the individual feels that formal community agencies represent his interests and values.

7. Alienation from school and education core:

   The major issue here is whether the individual sees education as having meaning and importance to him or to his future. It may be important to differentiate an attitude of alienation based on past experience and that based on expectations of relevance of education to later life.

8. Alienation from work core:

   One major issue here is the extent to which working as such is something which the individual sees as positive. A second issue involves the individual's feeling that he will be appropriately rewarded. A third issue is the extent that working satisfies both primary and secondary needs.

9. Alienation from the white world core:

   This is an adaptation of "general alienation: with the focus on negroes in a white society. The Srole alienation items are adapted to this change. There are two issues: attitudes toward whites and attitudes toward self as a negro.

Reliability Coefficients for the AI Inventory

and the Nine Subtests

Scale	Reliability Coefficient
1. General Alienation (Srole Anomie Scale)	.97
2. Self Alienation	.93
3. Family Alienation	.95
4. Peer Alienation	.97
5. Community Alienation	.83
6. Alienation from Legal Structures	.92
7. Alienation from School	.98
8. Alienation from Work	.89
9. Black Srole	.98
10. Total AI Inventory	.93

APPENDIX C

SEMANTIC DIFFERENTIAL

INSTRUCTIONS

Sometimes people find that they can do a good job of saying what something is like by borrowing words from one place and using them in anot er. For example, the word "hot" is usually used to describe things like stoves and fires, but when we talk about "hot" mustard or "hot" jazz, we can give other people a good idea of what we mean. In the same way, we talk about "sweet" music. "Loud" is usually used in talking about noises, but everybody knows what we mean when we talk about "loud" neckties.

On the following pages you will find several words to be described and beneath each a set of scales.

Here is how you are to use these scales

If you feel that the word above the scale is very closely related to one end of the scale, you should place your check-mark as follows:

hot_x:__:__:__:__:__:__cold

or

hot__:__:__:__:__:__:x_cold

If you feel that the word is quite closely related to one or the other end of the scale (but not extremely) you should place your check-mark as follows:

strong__:x_:__:__:__:__:__weak

or

strong__:__:__:__:__:_x:__weak

If the word seems only slightly related to one side as opposed to the other side (but is really neutral) then you should check as follows:

active__:__:_x:__:__:__:__passive

or

active__:__:__:__:x_:__:__passive

If you consider the word to be neutral on the scale, both sides of the scale equally associated with the word, or if the scale is completely irrelevant, unrelated to the word, then you should place your check-mark in the middle space:

safe__:__:__:x:__:__:__dangerous

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

BLACKS

unpleasant___ : ___ : ___ : ___ : ___ : ___ : ___pleasant

interesting___ : ___ : ___ : ___ : ___ : ___ : ___boring

formless___ : ___ : ___ : ___ : ___ : ___ : ___formed

moral___ : ___ : ___ : ___ : ___ : ___ : ___immoral

self-centered___ : ___ : ___ : ___ : ___ : ___ : ___outgoing

real___ : ___ : ___ : ___ : ___ : ___ : ___unreal

weak-willed___ : ___ : ___ : ___ : ___ : ___ : ___strong-willed

striking___ : ___ : ___ : ___ : ___ : ___ : ___plain

unsociable___ : ___ : ___ : ___ : ___ : ___ : ___sociable

hot___ : ___ : ___ : ___ : ___ : ___ : ___cold

small___ : ___ : ___ : ___ : ___ : ___ : ___large

tasty___ : ___ : ___ : ___ : ___ : ___ : ___distasteful

slow___ : ___ : ___ : ___ : ___ : ___ : ___fast

deep___ : ___ : ___ : ___ : ___ : ___ : ___shallow

dirty___ : ___ : ___ : ___ : ___ : ___ : ___clean

active___ : ___ : ___ : ___ : ___ : ___ : ___passive

weak___ : ___ : ___ : ___ : ___ : ___ : ___strong

valuable___ : ___ : ___ : ___ : ___ : ___ : ___worthless

undependable___ : ___ : ___ : ___ : ___ : ___ : ___dependable

fair___ : ___ : ___ : ___ : ___ : ___ : ___unfair

negative___ : ___ : ___ : ___ : ___ : ___ : ___positive

optimistic___ : ___ : ___ : ___ : ___ : ___ : ___pessimistic

foul___ : ___ : ___ : ___ : ___ : ___ : ___fragrant

nice___ : ___ : ___ : ___ : ___ : ___ : ___awful

dishonest___ : ___ : ___ : ___ : ___ : ___ : ___honest

WHITES

unpleasant___ : ___ : ___ : ___ : ___ : ___ : ___pleasant

interesting___ : ___ : ___ : ___ : ___ : ___ : ___boring

formless___ : ___ : ___ : ___ : ___ : ___ : ___formed

moral___ : ___ : ___ : ___ : ___ : ___ : ___immoral

self-centered___ : ___ : ___ : ___ : ___ : ___ : ___outgoing

real___ : ___ : ___ : ___ : ___ : ___ : ___unreal

weak-willed___ : ___ : ___ : ___ : ___ : ___ : ___strong-willed

striking___ : ___ : ___ : ___ : ___ : ___ : ___plain

unsociable___ : ___ : ___ : ___ : ___ : ___ : ___sociable

hot___ : ___ : ___ : ___ : ___ : ___ : ___cold

small___ : ___ : ___ : ___ : ___ : ___ : ___large

tasty___ : ___ : ___ : ___ : ___ : ___ : ___distasteful

slow___ : ___ : ___ : ___ : ___ : ___ : ___fast

deep___ : ___ : ___ : ___ : ___ : ___ : ___shallow

dirty___ : ___ : ___ : ___ : ___ : ___ : ___clean

active___ : ___ : ___ : ___ : ___ : ___ : ___passive

weak___ : ___ : ___ : ___ : ___ : ___ : ___strong

valuable___ : ___ : ___ : ___ : ___ : ___ : ___worthless

undependable___ : ___ : ___ : ___ : ___ : ___ : ___dependable

fair___ : ___ : ___ : ___ : ___ : ___ : ___unfair

negative___ : ___ : ___ : ___ : ___ : ___ : ___positive

optimistic___ : ___ : ___ : ___ : ___ : ___ : ___pessimistic

foul___ : ___ : ___ : ___ : ___ : ___ : ___fragrant

nice___ : ___ : ___ : ___ : ___ : ___ : ___awful

dishonest___ : ___ : ___ : ___ : ___ : ___ : ___honest

BLACK COLLEGE STUDENTS
ON THIS CAMPUS

unpleasant___ : ___ : ___ : ___ : ___ : ___ : ___pleasant

interesting___ : ___ : ___ : ___ : ___ : ___ : ___boring

formless___ : ___ : ___ : ___ : ___ : ___ : ___formed

moral___ : ___ : ___ : ___ : ___ : ___ : ___immoral

self-centered___ : ___ : ___ : ___ : ___ : ___ : ___outgoing

real___ : ___ : ___ : ___ : ___ : ___ : ___unreal

weak-willed___ : ___ : ___ : ___ : ___ : ___ : ___strong-willed

striking___ : ___ : ___ : ___ : ___ : ___ : ___plain

unsociable___ : ___ : ___ : ___ : ___ : ___ : ___sociable

hot___ : ___ : ___ : ___ : ___ : ___ : ___cold

small___ : ___ : ___ : ___ : ___ : ___ : ___large

tasty___ : ___ : ___ : ___ : ___ : ___ : ___distasteful

slow___ : ___ : ___ : ___ : ___ : ___ : ___fast

deep___ : ___ : ___ : ___ : ___ : ___ : ___shallow

dirty___ : ___ : ___ : ___ : ___ : ___ : ___clean

active___ : ___ : ___ : ___ : ___ : ___ : ___passive

weak___ : ___ : ___ : ___ : ___ : ___ : ___strong

valuable___ : ___ : ___ : ___ : ___ : ___ : ___worthless

undependable___ : ___ : ___ : ___ : ___ : ___ : ___dependable

fair___ : ___ : ___ : ___ : ___ : ___ : ___unfair

negative___ : ___ : ___ : ___ : ___ : ___ : ___positive

optimistic___ : ___ : ___ : ___ : ___ : ___ : ___pessimistic

foul___ : ___ : ___ : ___ : ___ : ___ : ___fragrant

nice___ : ___ : ___ : ___ : ___ : ___ : ___awful

dishonest___ : ___ : ___ : ___ : ___ : ___ : ___honest

WHITE COLLEGE STUDENTS
ON THIS CAMPUS

unpleasant___ : ___ : ___ : ___ : ___ : ___ : ___pleasant

interesting___ : ___ : ___ : ___ : ___ : ___ : ___boring

formless___ : ___ : ___ : ___ : ___ : ___ : ___formed

moral___ : ___ : ___ : ___ : ___ : ___ : ___immoral

self-centered___ : ___ : ___ : ___ : ___ : ___ : ___outgoing

real___ : ___ : ___ : ___ : ___ : ___ : ___unreal

weak-willed___ : ___ : ___ : ___ : ___ : ___ : ___strong-willed

striking___ : ___ : ___ : ___ : ___ : ___ : ___plain

unsociable___ : ___ : ___ : ___ : ___ : ___ : ___sociable

hot___ : ___ : ___ : ___ : ___ : ___ : ___cold

small___ : ___ : ___ : ___ : ___ : ___ : ___large

tasty___ : ___ : ___ : ___ : ___ : ___ : ___distasteful

slow___ : ___ : ___ : ___ : ___ : ___ : ___fast

deep___ : ___ : ___ : ___ : ___ : ___ : ___shallow

dirty___ : ___ : ___ : ___ : ___ : ___ : ___clean

active___ : ___ : ___ : ___ : ___ : ___ : ___psssive

weak___ : ___ : ___ : ___ : ___ : ___ : ___strong

valuable___ : ___ : ___ : ___ : ___ : ___ : ___worthless

undependable___ : ___ : ___ : ___ : ___ : ___ : ___dependable

fair___ : ___ : ___ : ___ : ___ : ___ : ___unfair

negative___ : ___ : ___ : ___ : ___ : ___ : ___positive

optimistic___ : ___ : ___ : ___ : ___ : ___ : ___pessimistic

foul___ : ___ : ___ : ___ : ___ : ___ : ___fragrant

nice___ : ___ : ___ : ___ : ___ : ___ : ___awful

dishonest___ : ___ : ___ : ___ : ___ : ___ : ___honest

APPENDIX D

BOGARDUS SOCIAL DISTANCE SCALE

This is the third part of this questionnaire. It is on a separate sheet because you are to mark your responses to this part on this sheet of paper. You see below several different ethnic groups and seven possible responses to each of them. Please give your first feeling reactions in every case. Give your feeling reactions to each ethnic group in terms of the chief picture you have of the entire group. Mark each group even if you do not know it. Check as many of the seven columns as your feelings dictate. Work as rapidly as possible.

	1 Would marry into group	2 Would have as close friends	3 Would have as next door neighbors	4 Would work in same office	5 Have as speaking acquaint-ances only	6 Have as visitors only to my nation	7 Would de-bar from my nation
Canadians							
Chinese							
Czechs							
English							
French							
Germans							
Greeks							
Indians (American)							
Indians (of India)							
Irish							
Italians							
White Americans							
Japanese							
Japanese Americans							
Jews							
Mexicans							
Mexican Americans							
Black Americans							
Poles							
Russians							
Swedish							